



# ***Staff and Faculty Training Strategy in Support of LLC Initiatives***

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# ***Agenda***

- **Assumptions**
- **Staff and Faculty Duties**
- **ARFORGEN**
- **New Army Learning Model**
- **Dr. Wardell's Concept**
- **Ms. Ahren's HPIC Concept**
- **What does it mean?**



# ***Assumptions***

- **Current staff and faculty functions and structures outdated**
  - **Pre-GWOT**
  - **Pre-Internet**
- **Staffs and faculties require upgraded skill sets**
- **Mission move toward increased support of Soldiers and units**



## ***Staff and Faculty Duties (TR350-70)***

- (a) Schedules and tracks required training for S&F personnel.**
- (b) Structures professional development training.**
- (c) Develops S&F development training IAW this regulation.**
- (d) Assists in training CP 32 interns.**
- (e) Provides consultation concerning training, training development, and training technology.**
- (f) Maintains approved S&F development course POIs.**
- (g) Identifies requirements to sustain skills and to develop new training technology, techniques, and methods.**



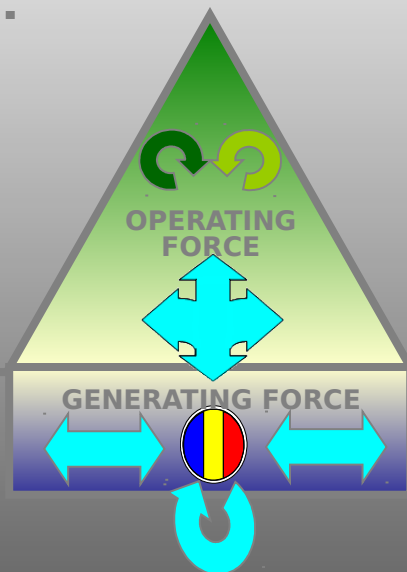
## ***Staff and Faculty Duties (con't)***

- (h) Certifies completion of required instructor training.**
- (i) Exercises quality control of S&F training.**
- (j) Maintains records of completed S&F training.**
- (k) Prepares and issues certificates to S&F course graduates.**
- (l) Distributes information on new technology and techniques.**
- (m) Submits S&F courses to HQ TRADOC (DCST) for review by the ACE for college credit.**
- (n) Conducts SFCT courses IAW Individual Training Plan.**



# New Learning Model for PME

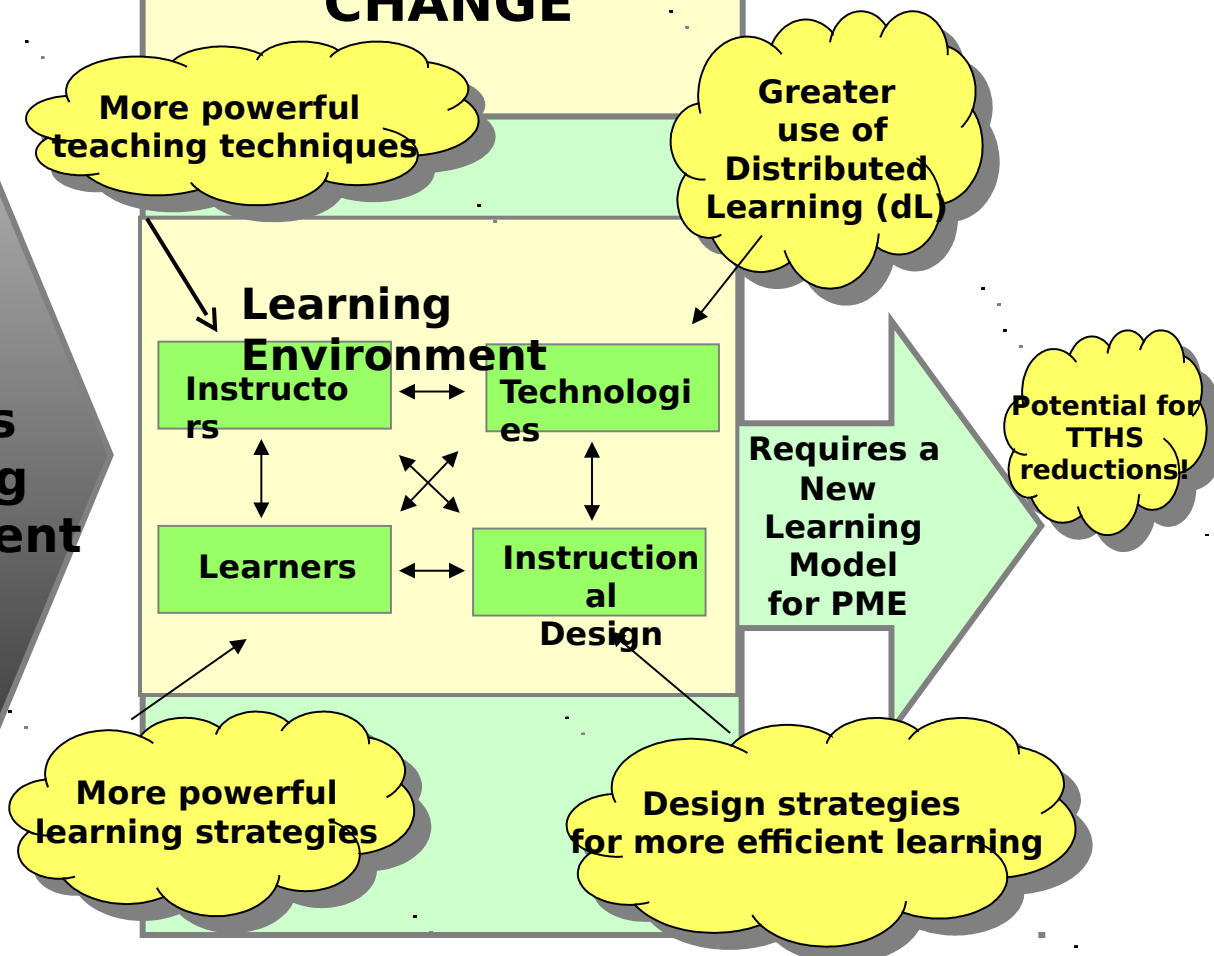
## ARFORGEN



Impacts  
Learning  
Environment

- ARFORGEN Reset/Train cycle may allow less time in schoolhouse
- ARFORGEN requires continuous output of Soldiers & leaders to Brigade Combat Teams based on Reset dates

## ARFORGEN DRIVING CHANGE





# ***Learning Model for PME:***

## **Operational Considerations**

- **Support ARFORGEN**
- **Operate effectively during protracted resource constraints**
- **Apply to Basic Noncommissioned Officer Course, Advanced Noncommissioned Officer Course, Battle Staff NCO Course, First Sergeant Course, Captains Career Course not Initial Military Training**
- **Examine dL as a graduation requirement not a prerequisite**
- **Train what is needed for next assignment, eliminate redundancies**
- **Leverage Saturday as a training day**



# ***Learning Model for PME:***

## **Instructional Considerations**

- **Offer choice of learning location**
- **Leverage efficiency thru distributed learning (dL), with effectiveness equal to face-to-face (f2f) instruction**
- **Use proven instructional design strategies**
- **Incorporate adaptive thinking strategies**
- **Build Soldier cohesion thru collaboration**
- **Minimize learning decay & attrition**
- **Offer self-pacing, testing-out, & fast-tracking**
- **Provide for staggered completion dates**
- **Incorporate learning-how-to-learn strategies**
- **Transfer learning thru job aids & dL reach-back to TRADOC schools**





# Army Learning Model for PME

**Model vetted at meetings of:**

- Sec Army's dL/Training Technology Subcommittee (Jul 06)
- ARI's Science of Learning Workshop (Aug 06)

**Individual Learning Preparation**

**Collective Learning Synthesis**

**Learning Reinforcement**

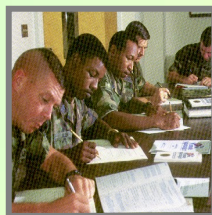
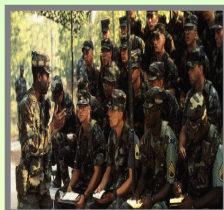
## Phase I: dL at TRADOC Schools

(Option to complete at home station - student choice)

- Common core
- Diagnostic testing



## Phase II: Classroom Instruction



- Blend of dL & f2f instruction
- Saturday instruction



Assignment Oriented Training

As Required

## Phase III: Learning at Unit

- Student responsibility to complete common core within 1 month if not completed within phases 1 or 2
- Learning transfer thru job and back to T

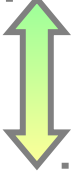


## Guided Experiential Learning

- Use job relevant problems
- Active prior knowledge
- Demonstrate, *then* practice
- Transfer to new instances

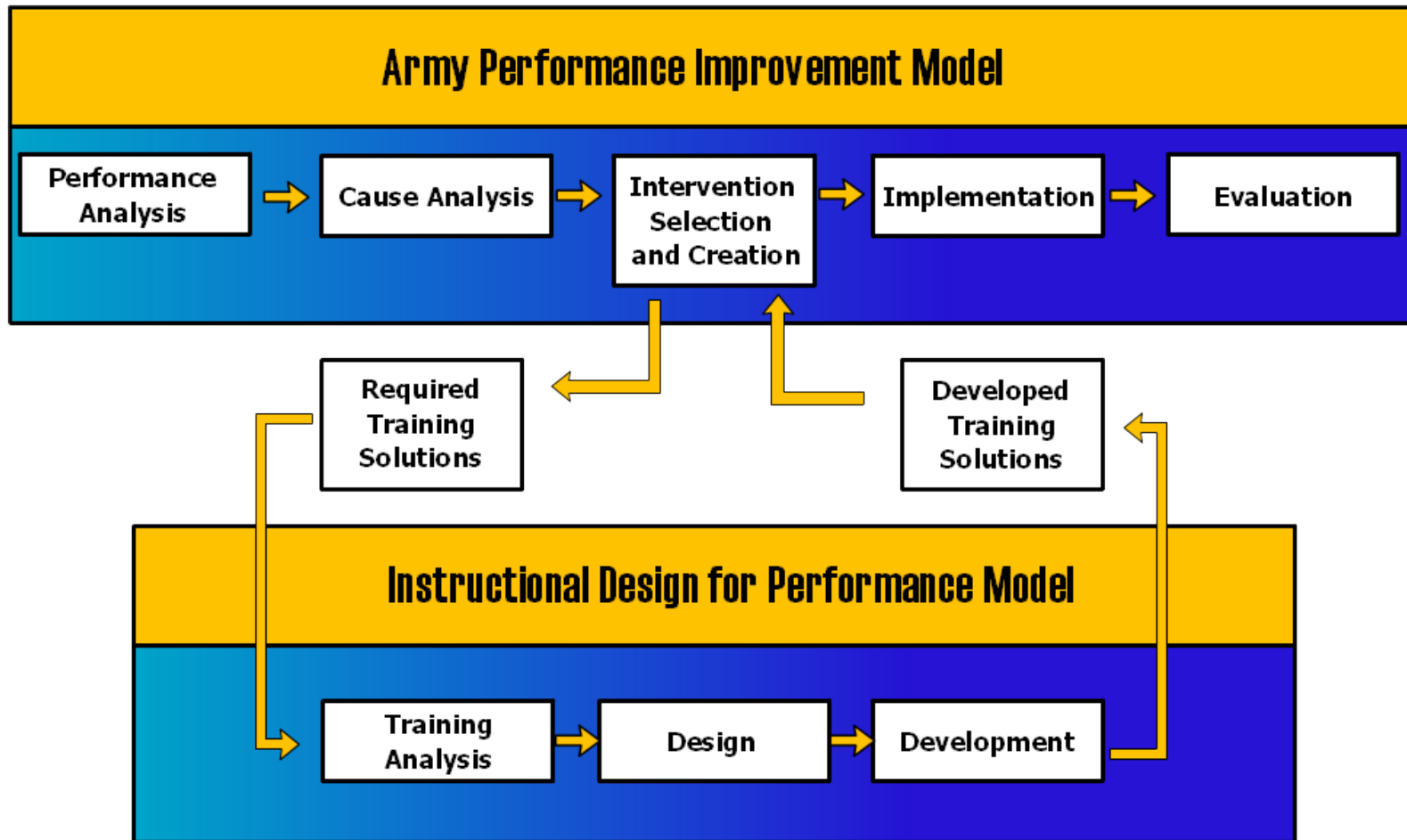


# Foundation of a Good Learning Model

TRADOC determines ...	By using ...
<ul style="list-style-type: none"><li>• <b>When to use:</b> <b>(1) face-to-face (f2f)</b>  <b>(2) dL</b> <b>(Efficiency)</b></li></ul>	<p><b>Three Criteria:</b></p> <ol style="list-style-type: none"><li>1. What senses are needed?</li><li>2. Or, are environmental conditions complex?</li><li>3. Or, is on-the-spot observation &amp; feedback</li></ol>
<ul style="list-style-type: none"><li>• <b>How to design instruction</b>  <b>(Effectiveness)</b></li></ul>	<p>of complex performance required?</p> <p><b>Guided Experiential Learning (GEL)</b></p> <ul style="list-style-type: none"><li>• Job-relevant problem</li><li>• Activate prior knowledge</li><li>• Demonstrate</li><li>• Practice</li><li>• Transfer</li></ul>



# ***Integrating TD & Army Learning Model***





# Guided Experiential Learning

## Transfer for Adaptive Thinking



### Preparing to Teach Ensures Learners:

- Consider larger context
  - Don't memorize details
  - Question purpose
  - Identify flaws
  - Generate alternatives
- (It University)



### Using Scenarios Rich in Context...

Greater learning transfer when students generate questions & solve problems within context of video scenarios  
(Vanderbilt University)

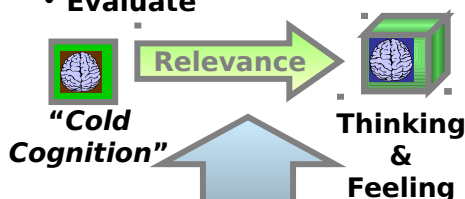
### Conditional Content Leads to More Creative Thinking

"In most cases..."  
 "May include..."  
 "Is probably..."  
 "Of course, there are other ways..."  
 (Harvard University)

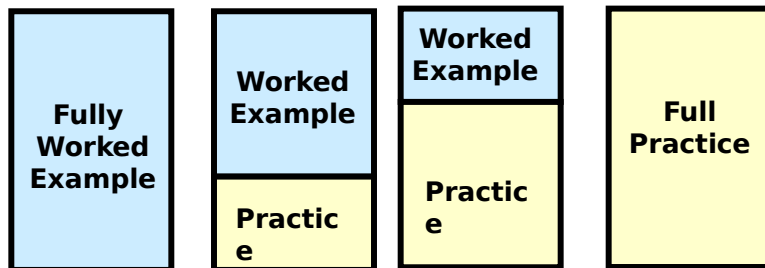


## Job-Relevance

- |                 |                    |
|-----------------|--------------------|
| <b>Thinking</b> | <b>Feeling</b>     |
| • Know          | • Experience       |
| • Comprehend    | • Listen           |
| • Apply         | • Respond honestly |
| • Analyze       | • Apply content    |
| • Synthesize    | • Etc.             |
| • Evaluate      |                    |



## Demonstrate/Practice



Novice

Expert

Carl Rogers: Relevant instruction can take place in one-third the time.

(*Freedom to learn* (1969). Columbus, OH: Charles E. Merrill)

## Prior Knowledge

- Assess level of learner questions to determine prior knowledge



- Activate prior knowledge by providing examples, analogies, stories

particularly relevant to an experienced Army

- Worked by instructor
- Practiced by learner

Source: Clark, Nguyen, & Sweller. (2006). *Efficiency in learning: Evidence-based guidelines to manage cognitive load*. San Francisco: Pfeiffer, page 199.



***Jun 06 - Dr. Wardell***



# Notional Personnel Structure



**Dir, University of Lifelong Learning**

**Fort Eustis Spt**

**ATHD**

**S&F HPI Center**

**ALMS**

**TRADOC CIO**

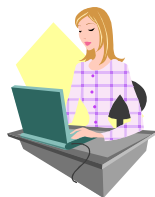
**MSSC**

**LLC  
System Administrator  
Support Desk**



**Digital Library**

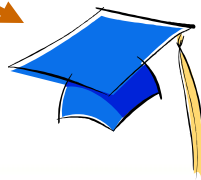
-Knowledge Management  
-WEB Design Management



**Training  
Development  
Support**



**Staff & Faculty  
Train-the-  
Trainer**



**University of Lifelong Learning**



# ***Lifelong Learning Expanded***

**Those elements within schools that need to morph to support content development:**

- **Staff & Faculty training, for both dL and resident**
  - **27 Staff & Faculties across TRADOC (ranging in size from 2 to 10+ depending on location)**
  - **Located anywhere from under QAO, to under DOTD, to under a centralized function (no standard location)**
  - **Moving to dL with 9-11 new courses coming on board over the next two years (will support new learning model, mentoring, morph the workforce)**
- **Training development support for dL and TEL**
  - **TDers need to view dL, TEL, and resident as choices. TDers need to be trained on all.**
  - **CP32 is bringing on 40 new interns (new skill sets, can be developed to meet mission) Going to Sill, Lee, Benning, and Leonard Wood for training**
- **Proponent library, and perhaps post library**
  - **Digitizing everything for Army Google-like capability, e.g. Enterprise Information System that will digitize all field manuals.**
- **Knowledge management support (any web design, webmaster support on mission side, coordination with enterprise systems)**
  - **Integrating all assets presently performing web support into one location**



# ***Lifelong Learning Expanded***

- **Why expand the concept now?**
  - **Expansion supports new Learning Model**
    - **Develops an in-house training and training development staff for integrated technology support for resident and distributed training**
    - **Blended learning requires blending resident and dL personnel and skill sets**
      - **Thinking about this now may help plan for intern placement**
  - **Supports enterprise initiatives and shared training efforts**
    - **S&F Human Performance Improvement Centers will support train-the-trainer efforts with new dL courses scheduled for FY07 and FY08**
    - **Army Training Help Desk (ATHD) can provide manpower-saving Tier 0 support if FAQ database is fed**
    - **Constructive and virtual exercises at a distance can be developed for conducting shared exercises across branches and services**
  - **National Security Personnel System (NSPS) will enable mobility within workforce (not here yet but coming soon)**
    - **Leaders can move assets where most needed**
    - **Leaders can reward skills sets that push the Army's vision forward faster**
  - **BRAC requires projections for facilities, personnel movements now**





# ***Lifelong Learning Expanded***

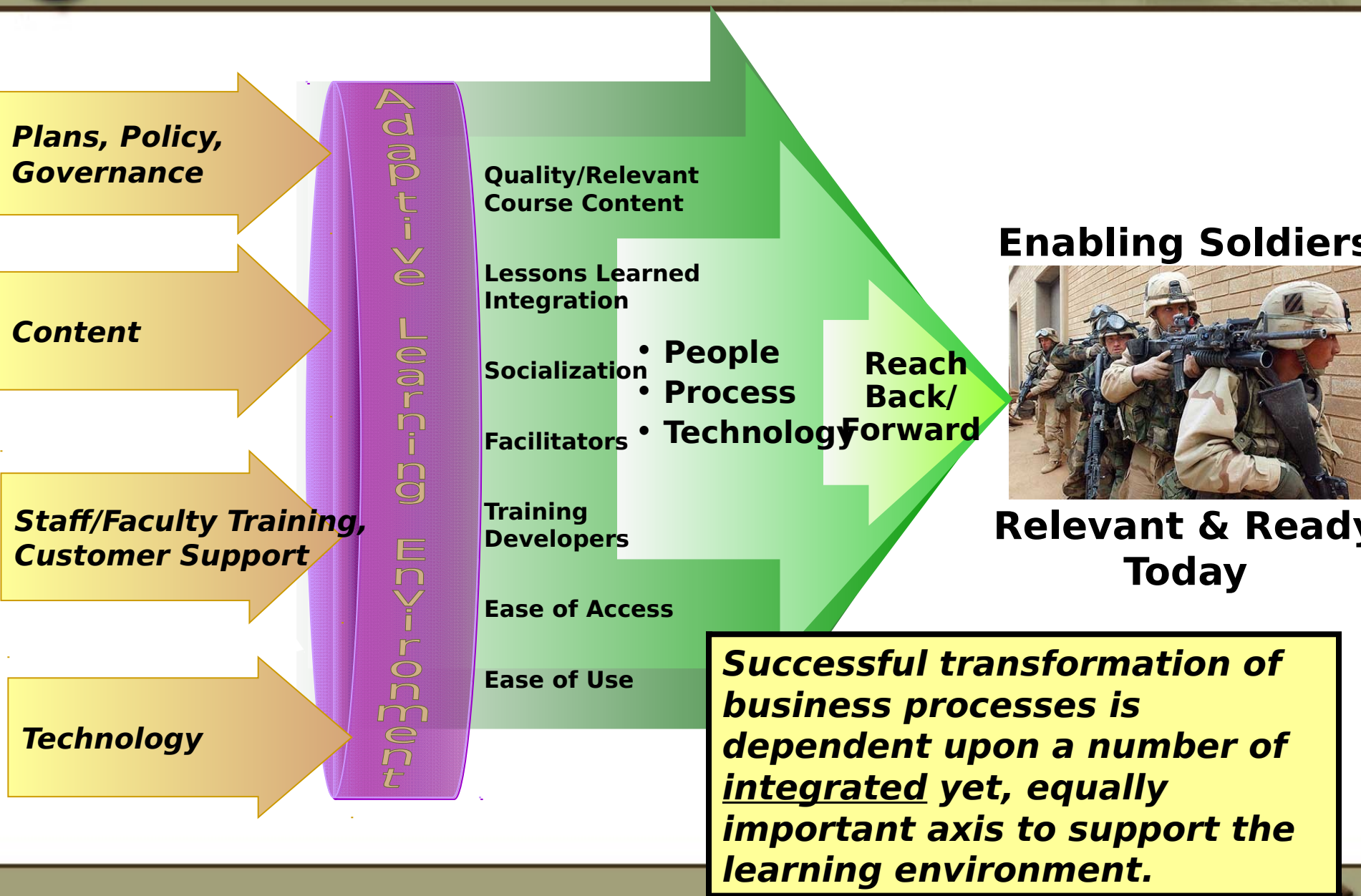
- **Why expand the concept now?**
  - **Retirements in the workforce offer great opportunities to morph positions and gain new skill sets where needed (intern possibility again)**
- **Funding is becoming even harder to find.**
  - **LLC/MSSC must become viewed as cost effective by cross utilization of personnel, functions, infrastructure, etc.**
  - **Expansion doesn't necessarily mean bigger, just more all encompassing with greater return on investment to ensure leadership support of funding**
  - **Expansion should centralize some functions so less duplication**
- **Expansion fits vision of an agile, flexible workforce supporting an agile, flexible knowledge and courseware network serving agile and adaptive leaders and Soldiers**



***Nov 06 - Ms. Ahrens***



# Combined Effort





# Transforming to Support the Learner

Plans, Policy,  
Governance

Content

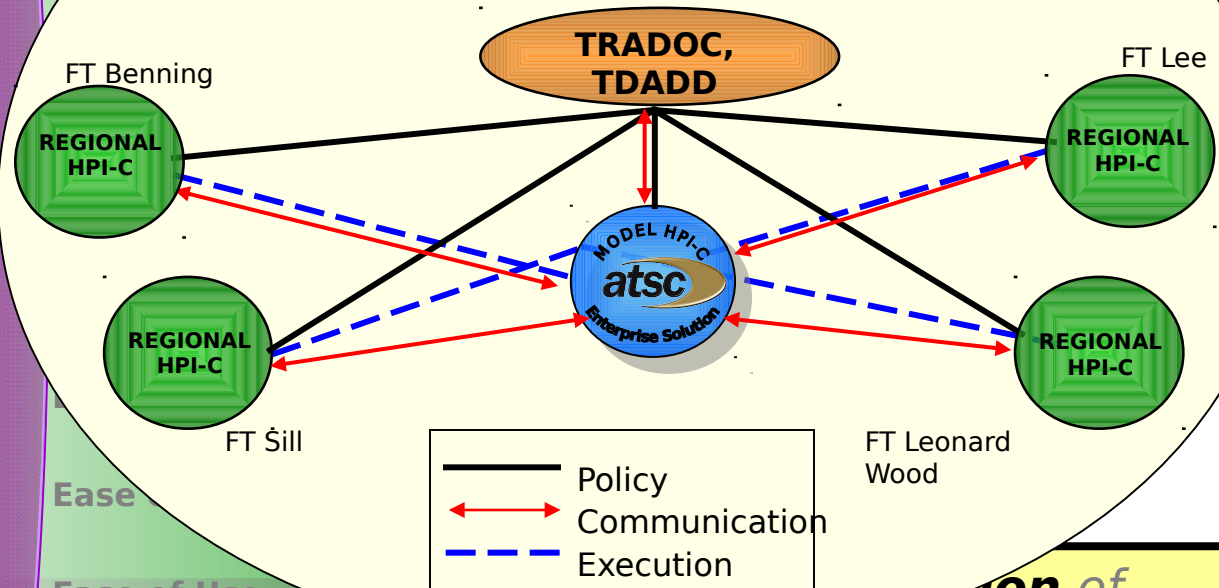
Content

**HPI-C**  
Staff/Faculty Training,  
Customer/Learner Support

Technology

Quality  
Con

## Human Performance Improvement Center Concept - 2011



tion of  
business processes is dependent  
upon a number of integrated yet,  
equally important axis to support  
the learning environment.



# ***What does it mean?***

- **ARFORGEN driving new requirements**
  - **Support expanded dL**
  - **Support modified resident instruction**
  - **Faster, more fluid pace**
- **Training development support for dL and TEL**
  - **TDers need to view dL, TEL, and resident as choices. TDers need to be trained on all.**
- **Movement to HPIC offers opportunity to:**
  - **Expand role of S&F community**
  - **Integrate lifelong learning for branch community**
  - **Provide instructional training/support to units**
- **Need to begin discussion of the future of S&F now**